



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7231 W North Lane, Peoria, AZ 85345

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Brian Duguid
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-8
 Web Address : www.peoriaud.k12.az.us
 Phone Number : (623) 412-4475
 Fax Number : (623) 412-4484
 E-mail : bduguid@peoriaud.k12.az.us

Mission

Ira A. Murphy Elementary is committed to provide a quality education for all children to learn and grow in a positive, challenging, and safe environment where students feel accepted, valued, and encouraged to reach their highest potential.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Implement school wide goals and action plans, that will promote student achievement on norm-referenced, criterion-referenced, and teacher-created assessments.
- ü Literacy goals are developed by each of our classroom teachers, as well as support staff. It is our goal at Ira A. Murphy that each child will read at grade level or make one year's growth.
- ü Promote positive, proactive school to home communication with our community and stakeholders.

Enrollment

October 1, 2005 School Year Student Enrollment : 680
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 89

Instructional Programs

- Ü Full-Day Regular Classes
- Ü English as Second Language Services
- Ü Title I Services
- Ü Band (5-8 Grades)
- Ü Chorus (5-8 Grades)
- Ü Special Education
- Ü Gifted Services
- Ü PAL Reading Services

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We are committed to parents by communicating with positive phone calls, monthly newsletters, and district materials. We update our website frequently. We set goals in compliance with district goals. We continue to utilize our Family Center.

Parents

The parents at Ira A. Murphy are part of the educational team. We can educate students best if parents are involved in the educational process. As per our student handbook, we expect parents to comply with district and school procedures and policies.

Transportation Policy

Students may ride the bus if they live 1 mile or more away from our campus. Currently the bus route includes two stops to and from school. Special education students who need transportation due to a physical disability are offered bus transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Pride of Peoria Certified Recipients	2006
Ü Pride of Peoria Classified Recipients	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	2757	80010	94	97	99	433	455	447	9	6	10	27	15	18	56	59	53	8	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1317	38935	95	97	99	433	454	447	13	5	9	26	15	19	54	59	55	8	20	17
Male	38	1437	40974	93	96	98	434	456	448	5	7	11	29	14	18	58	58	52	8	21	19
African American	NC	152	4201	NC	95	99	NC	445	430	NC	8	17	NC	16	23	NC	64	51	NC	12	9
Hispanic	50	752	34545	98	95	99	426	439	432	12	10	14	34	22	24	48	58	53	6	11	9
Asian/Pacific Islander	NC	98	2068	NC	98	99	NC	463	474	NC	4	4	NC	14	10	NC	55	50	NC	27	36
American Indian/Alaskan Native	NC	40	3979	NC	98	96	NC	450	424	NC	10	17	NC	10	30	NC	63	47	NC	18	6
White	20	1714	35142	87	97	99	449	463	465	NA	4	5	15	11	11	70	59	56	15	25	28
Students with Disabilities	13	447	10161	76	84	93	419	433	419	23	19	28	23	24	28	54	44	36	NA	12	8
Students without Disabilities	64	2310	69849	98	100	100	436	459	451	6	4	7	28	13	17	56	62	56	9	22	19
Limited English Proficient Students	13	144	14013	100	93	97	403	410	413	15	21	24	62	43	34	23	34	39	NA	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	50	838	39029	96	95	98	427	439	432	12	11	14	30	22	25	52	56	52	6	11	9
Non-Economically Disadvantaged	27	1919	40981	90	98	100	445	462	462	4	4	6	22	11	13	63	60	54	11	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	2732	79438	88	96	98	440	465	451	7	4	9	36	19	24	54	62	56	3	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1311	38775	93	97	99	446	470	457	3	3	7	34	17	22	58	62	58	5	18	13
Male	34	1418	40560	83	95	97	434	460	446	12	6	12	38	21	25	50	62	54	NA	10	9
African American	NC	151	4178	NC	94	98	NC	454	439	NC	6	13	NC	24	29	NC	63	52	NC	7	6
Hispanic	48	743	34297	94	94	98	432	448	434	10	7	14	42	27	31	46	59	50	2	6	5
Asian/Pacific Islander	NC	98	2063	NC	98	99	NC	464	475	NC	5	3	NC	20	15	NC	58	63	NC	16	20
American Indian/Alaskan Native	NC	39	3940	NC	95	95	NC	463	429	NC	8	14	NC	13	36	NC	69	47	NC	10	3
White	18	1700	34887	78	97	98	457	473	471	NA	3	4	22	16	15	78	64	63	NA	18	18
Students with Disabilities	NC	422	9588	NC	80	88	NC	441	416	NC	14	30	NC	32	32	NC	46	34	NC	8	5
Students without Disabilities	64	2310	69850	98	100	100	442	469	456	6	3	7	36	17	23	55	65	59	3	15	12
Limited English Proficient Students	12	139	13856	92	90	96	399	412	407	25	21	27	58	50	43	17	29	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	46	818	38685	88	92	97	431	447	435	9	8	14	46	30	32	41	56	50	4	7	5
Non-Economically Disadvantaged	26	1914	40753	87	97	99	456	472	467	4	3	5	19	15	16	77	65	62	NA	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2759	79971	96	97	99	410	437	423	5	5	8	57	33	41	38	60	49	NA	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1318	38974	95	97	99	420	451	437	5	3	5	38	23	33	56	69	57	NA	5	4
Male	40	1439	40895	98	96	98	401	424	410	5	6	10	75	41	47	20	51	41	NA	1	2
African American	NC	154	4203	NC	96	99	NC	432	411	NC	6	11	NC	31	45	NC	61	43	NC	2	2
Hispanic	50	752	34481	98	95	99	401	428	410	6	6	10	60	38	46	34	54	43	NA	1	1
Asian/Pacific Islander	NC	98	2067	NC	98	99	NC	442	449	NC	3	4	NC	33	28	NC	60	60	NC	4	8
American Indian/Alaskan Native	NC	40	3995	NC	98	96	NC	427	409	NC	10	10	NC	25	47	NC	63	42	NC	3	1
White	22	1714	35150	96	97	99	424	441	437	5	4	5	55	30	35	41	62	56	NA	4	5
Students with Disabilities	16	455	10258	94	86	94	366	403	377	13	14	23	81	47	51	6	37	25	NA	2	1
Students without Disabilities	63	2304	69713	97	99	100	422	443	429	3	3	5	51	30	39	46	64	52	NA	4	3
Limited English Proficient Students	13	145	13985	100	94	97	386	395	382	8	10	18	62	59	54	31	31	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	51	838	38994	98	95	98	407	424	409	4	6	10	63	40	47	33	52	41	NA	2	1
Non-Economically Disadvantaged	28	1921	40977	93	98	100	418	443	437	7	4	5	46	29	34	46	63	56	NA	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	2799	80147	92	97	99	456	490	482	7	7	11	39	14	17	46	53	49	7	26	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1350	39281	88	98	99	453	491	483	7	6	9	46	14	17	43	54	50	4	26	24
Male	41	1447	40780	95	96	98	458	489	482	7	7	12	34	14	17	49	52	48	10	27	24
African American	NC	152	4249	NC	97	99	NC	471	464	NC	15	17	NC	20	22	NC	51	48	NC	14	13
Hispanic	37	657	33494	93	96	99	460	473	466	5	10	15	35	20	23	49	55	49	11	14	14
Asian/Pacific Islander	NC	95	2103	NC	99	99	NC	508	515	NC	2	4	NC	12	8	NC	49	44	NC	37	45
American Indian/Alaskan Native	--	38	4117	--	95	96	--	478	456	--	13	19	--	13	27	--	55	46	--	18	8
White	24	1856	36122	89	97	99	454	497	501	13	5	5	33	12	10	50	52	50	4	31	35
Students with Disabilities	NC	350	10295	NC	80	92	NC	454	443	NC	26	33	NC	24	26	NC	40	33	NC	10	8
Students without Disabilities	64	2449	69852	100	100	100	458	495	488	6	4	7	38	13	16	48	55	51	8	29	26
Limited English Proficient Students	NC	114	12722	NC	92	97	NC	434	441	NC	28	27	NC	39	33	NC	32	37	NC	1	3
Migrant Students	NC	11	622	NC	100	97	NC	439	454	NC	27	19	NC	45	30	NC	27	43	NC	NA	8
Economically Disadvantaged	36	760	38371	88	93	97	460	474	465	6	10	15	28	21	23	58	54	49	8	15	13
Non-Economically Disadvantaged	33	2039	41776	97	98	100	452	496	498	9	5	6	52	12	11	33	52	49	6	31	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	2782	79686	92	96	98	453	483	470	12	5	11	38	18	24	48	67	57	3	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1348	39163	88	98	99	454	489	475	14	3	9	29	15	22	54	69	60	4	13	10
Male	41	1432	40438	95	95	97	452	478	465	10	7	13	44	20	25	44	65	54	2	8	7
African American	NC	152	4228	NC	97	98	NC	470	458	NC	11	15	NC	20	28	NC	62	53	NC	7	4
Hispanic	37	650	33299	93	95	98	460	468	452	11	9	17	30	26	32	54	60	47	5	6	3
Asian/Pacific Islander	NC	95	2097	NC	99	99	NC	487	490	NC	3	5	NC	17	13	NC	63	68	NC	17	14
American Indian/Alaskan Native	--	38	4087	--	95	96	--	473	446	--	5	16	--	26	38	--	61	44	--	8	2
White	24	1846	35914	89	97	98	444	489	489	13	3	5	46	15	15	42	70	67	NA	12	14
Students with Disabilities	NC	332	9808	NC	76	87	NC	451	432	NC	21	35	NC	32	32	NC	42	30	NC	5	3
Students without Disabilities	64	2450	69878	100	100	100	455	487	475	9	3	8	38	16	23	50	70	61	3	11	9
Limited English Proficient Students	NC	109	12594	NC	88	96	NC	424	422	NC	28	34	NC	48	45	NC	25	21	NC	NA	0
Migrant Students	NC	10	611	NC	91	95	NC	NA	439	NC	NA	22	NC	NA	39	NC	NA	37	NC	NA	2
Economically Disadvantaged	36	748	38095	88	92	97	451	468	452	11	8	17	44	26	32	42	61	48	3	5	3
Non-Economically Disadvantaged	33	2034	41591	97	98	99	454	488	486	12	4	6	30	15	16	55	69	65	3	12	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	2808	80372	99	97	99	471	484	475	4	2	4	35	24	30	59	71	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1356	39452	100	98	99	479	497	488	3	1	3	31	15	22	63	80	72	3	4	3
Male	42	1450	40836	98	96	98	465	472	464	5	3	6	38	33	37	57	62	56	NA	1	1
African American	NC	152	4264	NC	97	99	NC	469	465	NC	5	5	NC	28	35	NC	66	59	NC	1	1
Hispanic	40	665	33608	100	97	99	468	473	462	5	4	6	40	29	36	53	66	57	3	1	1
Asian/Pacific Islander	NC	95	2098	NC	99	99	NC	497	500	NC	2	2	NC	20	16	NC	68	75	NC	9	7
American Indian/Alaskan Native	--	38	4128	--	95	97	--	481	464	--	NA	4	--	32	39	--	68	56	--	NA	1
White	26	1857	36213	96	97	99	473	489	489	4	2	2	31	23	22	65	73	72	NA	2	3
Students with Disabilities	11	361	10526	100	82	94	425	445	427	27	9	15	55	51	53	18	39	31	NA	1	1
Students without Disabilities	63	2447	69846	98	100	100	479	489	482	NA	1	3	32	21	26	67	76	69	2	2	2
Limited English Proficient Students	NC	116	12747	NC	94	97	NC	436	432	NC	12	12	NC	51	52	NC	37	36	NC	NA	0
Migrant Students	NC	11	621	NC	100	97	NC	456	452	NC	9	9	NC	27	40	NC	64	51	NC	NA	0
Economically Disadvantaged	41	772	38521	100	95	98	466	471	461	5	4	6	37	31	38	59	64	55	NA	1	1
Non-Economically Disadvantaged	33	2036	41851	97	98	100	476	489	489	3	2	3	33	22	22	61	74	72	3	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	2833	79306	92	97	99	487	515	504	12	8	13	36	16	20	43	54	49	9	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1390	38845	93	98	99	486	515	505	11	6	11	29	17	20	53	55	50	8	22	18
Male	38	1439	40383	90	96	98	489	515	504	13	9	14	42	15	19	34	53	47	11	23	19
African American	NC	174	4171	NC	96	98	NC	500	485	NC	7	20	NC	28	26	NC	50	44	NC	14	10
Hispanic	47	685	32673	92	96	99	482	497	487	19	14	18	36	21	25	34	52	46	11	14	10
Asian/Pacific Islander	NC	92	2147	NC	100	99	NC	535	539	NC	4	5	NC	16	10	NC	42	46	NC	37	40
American Indian/Alaskan Native	--	33	4034	--	94	97	--	496	479	--	15	22	--	27	29	--	45	43	--	12	7
White	25	1849	36234	89	97	99	495	522	523	NA	5	6	36	12	13	56	56	52	8	26	28
Students with Disabilities	NC	368	10286	NC	80	91	NC	479	462	NC	29	41	NC	25	27	NC	36	27	NC	10	5
Students without Disabilities	70	2465	69020	100	100	100	491	520	510	9	4	9	36	14	18	46	57	52	10	24	21
Limited English Proficient Students	11	96	10291	85	91	96	458	450	458	18	47	38	73	29	34	9	23	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	42	752	37437	93	94	97	476	493	486	14	15	19	45	24	26	36	48	46	5	12	9
Non-Economically Disadvantaged	34	2081	41869	89	98	100	502	523	521	9	5	7	24	13	14	53	56	51	15	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	2813	79000	90	96	98	482	499	489	4	5	10	37	18	24	53	67	58	5	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1384	38774	93	97	99	483	503	494	NA	3	7	39	17	22	55	68	61	5	11	10
Male	37	1425	40150	88	95	98	480	496	485	8	7	12	35	20	25	51	65	55	5	9	8
African American	NC	172	4153	NC	95	98	NC	488	476	NC	5	13	NC	26	30	NC	63	53	NC	6	4
Hispanic	46	677	32508	90	95	98	474	483	472	7	9	15	43	27	33	43	58	49	7	5	3
Asian/Pacific Islander	NC	92	2142	NC	100	99	NC	502	510	NC	3	4	NC	17	14	NC	65	67	NC	14	16
American Indian/Alaskan Native	--	32	4016	--	91	96	--	487	467	--	3	14	--	31	37	--	56	46	--	9	2
White	25	1840	36135	89	97	98	495	506	508	NA	4	4	28	14	14	68	70	67	4	12	15
Students with Disabilities	NC	348	9991	NC	75	88	NC	468	449	NC	19	33	NC	32	36	NC	46	29	NC	3	2
Students without Disabilities	70	2465	69009	100	100	100	484	503	495	4	3	6	36	17	22	54	70	62	6	11	10
Limited English Proficient Students	10	90	10199	77	86	95	NA	437	439	NA	39	35	NA	41	47	NA	20	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	42	742	37234	93	93	97	473	480	472	2	9	15	38	29	33	60	58	50	NA	4	3
Non-Economically Disadvantaged	33	2071	41766	87	98	99	493	506	505	6	4	5	36	15	16	45	70	65	12	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	2841	79611	99	97	99	474	503	496	10	5	7	46	33	37	44	61	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1393	39016	98	98	99	489	517	511	5	3	4	40	23	29	55	72	66	NA	1	1
Male	42	1444	40519	100	96	98	459	490	482	14	7	10	52	43	44	33	50	46	NA	0	0
African American	NC	173	4188	NC	96	98	NC	497	486	NC	6	9	NC	34	40	NC	59	50	NC	1	0
Hispanic	50	692	32855	98	97	99	469	487	481	14	8	10	46	41	43	40	51	47	NA	1	0
Asian/Pacific Islander	NC	92	2149	NC	100	100	NC	511	519	NC	2	4	NC	29	24	NC	68	70	NC	NA	2
American Indian/Alaskan Native	--	33	3992	--	94	96	--	491	478	--	9	10	--	36	46	--	52	44	--	3	0
White	28	1851	36380	100	97	99	478	510	511	4	4	4	50	30	30	46	65	65	NA	1	1
Students with Disabilities	12	378	10664	92	82	94	407	456	440	42	17	23	42	52	54	17	30	22	NA	1	1
Students without Disabilities	70	2463	68947	100	100	100	485	510	504	4	3	4	47	30	34	49	66	61	NA	1	1
Limited English Proficient Students	13	101	10362	100	96	97	415	429	438	31	23	22	62	64	57	8	13	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	45	761	37626	100	95	98	470	483	479	9	9	10	53	43	45	38	48	45	NA	0	0
Non-Economically Disadvantaged	37	2080	41985	97	98	100	478	511	511	11	3	4	38	30	30	51	66	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	2877	79327	90	96	98	524	538	518	14	10	19	20	14	20	55	51	46	11	25	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1415	38961	90	97	98	518	538	520	17	9	16	22	14	20	56	53	48	6	24	16
Male	29	1461	40295	91	96	97	532	538	516	10	10	21	17	14	19	55	48	44	17	27	16
African American	NC	145	4247	NC	94	98	NC	515	499	NC	15	27	NC	26	24	NC	48	41	NC	12	8
Hispanic	32	659	32327	91	96	98	512	518	499	19	17	27	25	18	25	47	50	41	9	15	8
Asian/Pacific Islander	--	103	1939	--	97	99	--	564	556	--	5	6	--	7	10	--	48	47	--	41	36
American Indian/Alaskan Native	NC	37	4391	NC	100	96	NC	528	489	NC	8	32	NC	19	27	NC	57	36	NC	16	4
White	31	1933	36373	97	97	98	539	546	538	6	7	10	16	13	14	65	51	52	13	29	25
Students with Disabilities	NC	339	9321	NC	78	87	NC	486	467	NC	36	54	NC	25	22	NC	31	21	NC	8	3
Students without Disabilities	60	2538	70006	98	99	100	525	544	524	13	6	14	20	13	19	57	53	49	10	28	18
Limited English Proficient Students	NC	94	9431	NC	89	95	NC	470	466	NC	51	53	NC	23	27	NC	24	18	NC	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	30	752	37097	86	93	97	520	515	498	17	18	27	13	19	25	63	49	41	7	14	7
Non-Economically Disadvantaged	35	2125	42230	95	97	99	528	546	535	11	7	11	26	13	15	49	51	50	14	29	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	2872	79501	88	96	98	494	509	497	6	5	10	33	20	25	59	69	60	2	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1413	39062	85	97	99	496	514	502	9	4	8	21	18	23	71	72	64	NA	6	5
Male	29	1458	40368	91	96	98	492	505	491	3	6	13	48	23	27	45	67	57	3	5	3
African American	NC	145	4279	NC	94	99	NC	491	485	NC	8	14	NC	30	30	NC	61	54	NC	1	2
Hispanic	31	658	32389	89	96	98	483	493	478	13	10	16	32	28	34	55	61	48	NA	1	1
Asian/Pacific Islander	--	103	1936	--	97	99	--	521	519	--	4	3	--	12	14	--	77	73	--	8	9
American Indian/Alaskan Native	NC	37	4401	NC	100	96	NC	494	473	NC	11	17	NC	19	40	NC	70	43	NC	NA	1
White	29	1929	36446	91	96	99	506	516	516	NA	3	4	31	18	15	66	72	73	3	7	7
Students with Disabilities	NC	334	9411	NC	77	88	NC	469	453	NC	19	36	NC	40	36	NC	40	26	NC	1	1
Students without Disabilities	60	2538	70090	98	99	100	495	514	502	7	3	7	32	18	24	60	73	65	2	6	5
Limited English Proficient Students	NC	90	9401	NC	85	94	NC	448	443	NC	36	40	NC	48	46	NC	17	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	30	754	37183	86	94	97	485	491	479	13	10	16	33	31	34	53	57	49	NA	3	1
Non-Economically Disadvantaged	33	2118	42318	89	97	99	503	516	513	NA	3	5	33	17	17	64	74	70	3	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2901	80000	99	97	99	554	577	564	1	2	3	13	6	11	82	78	75	4	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1431	39288	98	98	99	558	592	579	3	1	2	8	2	6	87	77	77	3	20	16
Male	32	1469	40644	100	96	98	548	563	549	NA	2	4	19	9	15	75	80	74	6	8	7
African American	NC	149	4307	NC	96	99	NC	562	551	NC	3	4	NC	8	13	NC	83	75	NC	6	7
Hispanic	35	665	32672	100	97	99	552	566	548	3	2	4	17	8	14	74	83	76	6	7	6
Asian/Pacific Islander	NC	104	1945	NC	98	99	NC	594	592	NC	NA	1	NC	3	4	NC	69	69	NC	28	25
American Indian/Alaskan Native	NC	37	4424	NC	100	97	NC	578	549	NC	NA	3	NC	5	14	NC	84	77	NC	11	5
White	32	1946	36602	100	97	99	560	582	579	NA	2	2	6	5	7	91	77	75	3	16	16
Students with Disabilities	11	357	9919	100	82	93	519	526	505	NA	5	9	36	27	35	64	65	54	NA	3	2
Students without Disabilities	60	2544	70081	98	100	100	560	584	571	2	1	2	8	3	7	85	80	79	5	15	12
Limited English Proficient Students	NC	96	9571	NC	91	96	NC	518	502	NC	5	10	NC	31	29	NC	64	60	NC	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	34	769	37534	97	96	98	541	560	547	3	3	4	24	10	15	74	80	76	NA	7	5
Non-Economically Disadvantaged	37	2132	42466	100	98	100	566	584	578	NA	1	2	3	5	7	89	78	75	8	16	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	2923	78546	91	96	97	556	561	543	9	7	15	12	12	18	57	60	52	22	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1449	38645	95	97	98	563	562	545	5	5	13	8	12	18	63	61	54	25	22	15
Male	34	1472	39792	87	95	97	547	561	542	15	8	17	18	12	17	50	59	50	18	21	15
African American	NC	152	4205	NC	94	97	NC	549	524	NC	9	22	NC	18	22	NC	59	49	NC	14	7
Hispanic	32	656	31177	94	95	97	556	547	524	19	11	22	6	17	23	44	58	48	31	15	7
Asian/Pacific Islander	NC	103	1940	NC	96	99	NC	585	580	NC	2	5	NC	12	9	NC	52	53	NC	34	33
American Indian/Alaskan Native	NC	34	4689	NC	85	95	NC	545	515	NC	6	28	NC	6	25	NC	88	43	NC	NA	4
White	33	1978	36450	92	97	97	564	566	563	NA	5	7	9	10	12	73	61	57	18	24	23
Students with Disabilities	NC	309	8093	NC	76	82	NC	513	489	NC	29	50	NC	28	24	NC	37	23	NC	5	2
Students without Disabilities	69	2614	70453	100	100	100	560	567	549	9	4	11	10	10	17	58	63	56	23	23	16
Limited English Proficient Students	NC	91	9323	NC	90	94	NC	505	491	NC	31	47	NC	35	28	NC	32	24	NC	2	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	38	756	34694	88	92	96	556	546	524	5	10	23	13	17	23	66	61	48	16	12	7
Non-Economically Disadvantaged	36	2167	43852	95	98	99	555	567	559	14	6	10	11	10	13	47	60	56	28	25	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2936	79045	88	97	98	516	523	512	8	5	10	18	19	25	72	68	58	1	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1453	38860	95	98	98	529	530	519	NA	3	7	15	16	22	83	72	62	3	9	8
Male	31	1481	40075	79	96	97	499	517	505	19	7	12	23	22	28	58	64	54	NA	7	6
African American	NC	152	4250	NC	94	98	NC	516	500	NC	6	12	NC	24	31	NC	61	54	NC	9	3
Hispanic	32	661	31314	94	95	98	512	509	493	13	9	16	19	26	34	66	61	48	3	4	2
Asian/Pacific Islander	NC	104	1949	NC	97	99	NC	532	536	NC	6	4	NC	15	15	NC	67	66	NC	12	15
American Indian/Alaskan Native	NC	35	4719	NC	88	96	NC	512	489	NC	9	15	NC	6	39	NC	86	45	NC	NA	2
White	31	1984	36730	86	98	98	529	528	532	3	4	4	13	17	16	84	70	68	NA	9	12
Students with Disabilities	NC	320	8552	NC	78	87	NC	479	463	NC	22	35	NC	41	40	NC	36	23	NC	2	1
Students without Disabilities	69	2616	70493	100	100	100	517	528	517	9	3	7	17	16	24	72	72	62	1	9	8
Limited English Proficient Students	NC	92	9355	NC	91	95	NC	457	456	NC	32	37	NC	58	48	NC	10	15	NC	1	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	37	763	34922	86	93	96	514	506	493	5	8	15	24	30	34	68	60	48	3	3	3
Non-Economically Disadvantaged	34	2173	44123	89	98	99	517	529	527	12	5	6	12	15	18	76	71	66	NA	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2957	79657	99	98	99	560	578	566	5	2	3	10	5	8	85	92	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1462	39120	100	98	99	582	589	580	NA	1	2	5	2	4	95	95	92	NA	1	2
Male	38	1493	40423	97	97	98	536	566	553	11	3	5	16	8	12	74	88	83	NA	1	1
African American	NC	156	4290	NC	97	99	NC	570	560	NC	5	4	NC	4	9	NC	89	86	NC	1	1
Hispanic	34	667	31642	100	96	99	552	568	552	12	3	5	6	7	11	82	90	84	NA	0	0
Asian/Pacific Islander	NC	104	1948	NC	97	99	NC	585	589	NC	3	1	NC	5	3	NC	88	91	NC	5	4
American Indian/Alaskan Native	NC	35	4760	NC	88	97	NC	570	547	NC	3	5	NC	11	14	NC	86	81	NC	NA	0
White	35	1995	36929	97	98	99	572	581	579	NA	2	2	9	4	5	91	93	91	NA	1	2
Students with Disabilities	11	341	9069	85	84	92	483	530	508	9	7	11	64	26	30	27	67	58	NA	0	1
Students without Disabilities	69	2616	70588	100	100	100	573	583	573	4	1	2	1	2	5	94	95	91	NA	1	1
Limited English Proficient Students	NC	95	9521	NC	94	96	NC	509	507	NC	12	13	NC	23	24	NC	65	63	NC	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	42	775	35341	98	95	97	561	567	551	2	3	5	12	8	12	86	89	83	NA	1	0
Non-Economically Disadvantaged	38	2182	44316	100	99	100	560	581	578	8	2	2	8	4	5	84	93	90	NA	1	2

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Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	3051	78400	92	96	97	571	575	554	8	10	21	16	14	19	59	59	47	18	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1502	38686	90	97	98	566	576	554	11	9	20	14	13	20	62	61	49	14	18	12
Male	43	1547	39636	93	96	96	576	575	554	5	10	23	19	14	18	56	56	46	21	19	13
African American	NC	168	4193	NC	96	97	NC	552	533	NC	20	32	NC	22	23	NC	49	40	NC	9	5
Hispanic	47	747	30732	94	95	97	557	559	534	11	13	31	26	21	24	53	55	40	11	11	5
Asian/Pacific Islander	--	103	1827	--	100	99	--	594	594	--	5	8	--	6	12	--	62	49	--	27	31
American Indian/Alaskan Native	--	33	4536	--	100	95	--	566	528	--	18	35	--	12	25	--	58	37	--	12	4
White	29	1998	37038	94	96	97	594	582	575	3	8	11	3	11	14	62	60	56	31	21	19
Students with Disabilities	NC	233	7840	NC	68	81	NC	519	498	NC	44	60	NC	18	18	NC	28	20	NC	9	2
Students without Disabilities	78	2818	70560	100	100	99	573	579	560	6	7	17	17	13	19	59	61	50	18	19	14
Limited English Proficient Students	NC	85	8956	NC	96	95	NC	512	502	NC	42	56	NC	29	25	NC	28	18	NC	NA	1
Migrant Students	NC	10	676	NC	100	95	NC	NA	523	NC	NA	38	NC	NA	25	NC	NA	36	NC	NA	1
Economically Disadvantaged	34	706	33014	87	92	95	570	556	534	6	16	31	21	20	24	59	53	40	15	11	5
Non-Economically Disadvantaged	46	2345	45386	96	98	99	572	581	569	9	8	15	13	12	15	59	60	52	20	20	18

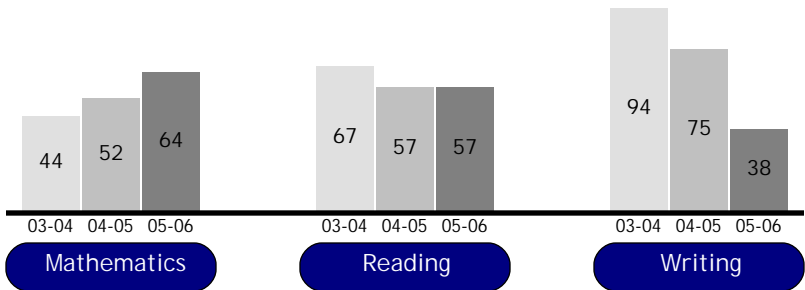
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	3080	79179	91	97	98	525	535	519	3	5	11	28	19	27	68	70	58	1	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1518	38974	90	98	99	522	542	524	3	4	8	32	15	25	65	73	61	NA	8	5
Male	42	1560	40124	91	97	97	527	528	513	2	6	13	24	23	28	71	67	54	2	5	4
African American	NC	168	4243	NC	96	98	NC	524	506	NC	8	14	NC	23	32	NC	67	51	NC	3	3
Hispanic	46	757	30987	92	96	98	519	521	498	4	7	17	30	27	36	65	64	45	NA	3	1
Asian/Pacific Islander	--	101	1832	--	98	99	--	540	543	--	4	4	--	13	17	--	73	69	--	10	10
American Indian/Alaskan Native	--	33	4573	--	100	96	--	530	494	--	3	16	--	21	41	--	73	42	--	3	1
White	29	2019	37467	94	97	98	534	541	539	NA	4	5	24	16	17	72	72	70	3	8	8
Students with Disabilities	NC	261	8567	NC	77	88	NC	479	467	NC	28	39	NC	40	38	NC	28	22	NC	5	1
Students without Disabilities	78	2819	70612	100	100	99	525	539	524	3	3	7	28	17	25	68	74	62	1	7	5
Limited English Proficient Students	NC	85	9013	NC	96	95	NC	471	461	NC	27	40	NC	49	48	NC	24	12	NC	NA	0
Migrant Students	NC	10	680	NC	100	96	NC	NA	487	NC	NA	20	NC	NA	43	NC	NA	36	NC	NA	1
Economically Disadvantaged	34	725	33345	87	95	96	525	516	499	NA	8	17	24	29	36	76	61	46	NA	2	1
Non-Economically Disadvantaged	45	2355	45834	94	98	99	525	541	533	4	4	7	31	16	19	62	73	67	2	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	3097	79734	99	98	99	549	573	554	NA	1	3	23	11	19	77	87	78	NA	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1524	39243	95	98	99	564	585	568	NA	1	2	10	7	12	90	91	85	NA	1	1
Male	47	1571	40413	100	98	98	536	561	541	NA	1	4	34	16	26	66	83	70	NA	0	0
African American	NC	169	4285	NC	97	99	NC	571	548	NC	1	3	NC	14	22	NC	85	74	NC	NA	0
Hispanic	51	762	31254	100	97	99	545	563	539	NA	1	5	24	16	25	76	83	70	NA	0	0
Asian/Pacific Islander	--	102	1837	--	99	99	--	581	579	--	2	1	--	10	9	--	85	87	--	3	2
American Indian/Alaskan Native	--	33	4613	--	100	97	--	586	535	--	NA	4	--	9	29	--	88	67	--	3	0
White	30	2029	37668	97	98	99	553	576	569	NA	1	1	23	10	13	77	88	85	NA	1	1
Students with Disabilities	NC	277	8943	NC	81	92	NC	517	495	NC	5	11	NC	44	51	NC	48	38	NC	3	1
Students without Disabilities	78	2820	70791	100	100	100	552	578	561	NA	1	2	18	8	15	82	90	83	NA	1	0
Limited English Proficient Students	NC	85	9138	NC	96	97	NC	513	492	NC	7	13	NC	40	46	NC	53	40	NC	NA	NA
Migrant Students	NC	10	687	NC	100	97	NC	NA	528	NC	NA	6	NC	NA	28	NC	NA	65	NC	NA	NA
Economically Disadvantaged	38	729	33718	97	95	97	553	559	538	NA	2	5	18	18	26	82	80	69	NA	1	0
Non-Economically Disadvantaged	48	2368	46016	100	99	100	545	577	567	NA	1	2	27	9	14	73	89	84	NA	1	1

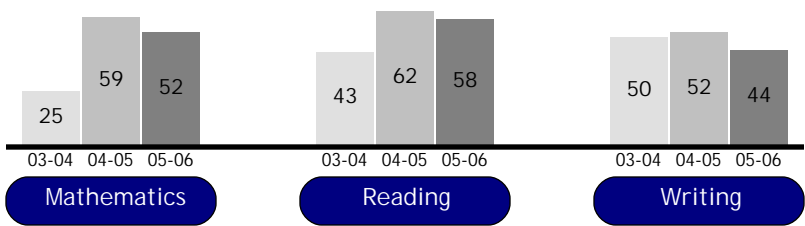
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

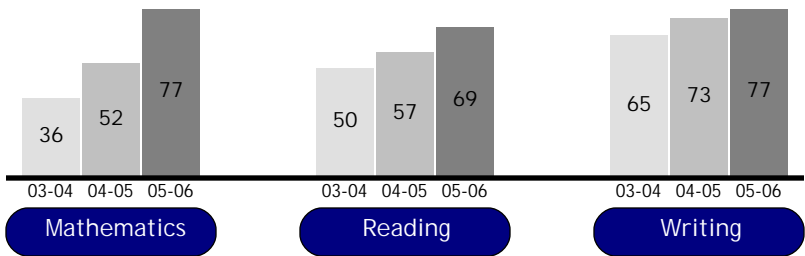
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	47	NA	58	100	42	53	47	99	39	56	46
	Language	98	43	60	50	100	46	53	47	99	54	59	48
	Mathematics	99	61	72	64	100	41	53	50	99	41	58	52
3	Reading	100	50	NA	55	99	36	52	44	88	39	56	46
	Language	100	59	70	61	99	36	50	44	98	37	54	46
	Mathematics	100	54	71	61	99	40	55	51	94	43	58	52
4	Reading	98	53	NA	56	92	43	54	48	93	39	59	52
	Language	100	46	60	52	92	48	55	49	100	39	59	52
	Mathematics	100	50	69	61	92	48	58	53	93	41	63	58
5	Reading	93	49	NA	55	100	47	56	50	90	50	63	56
	Language	100	39	56	49	100	47	56	50	99	46	61	54
	Mathematics	100	47	67	63	100	46	52	49	92	39	56	52
6	Reading	100	55	NA	56	97	50	58	51	88	50	65	56
	Language	100	53	60	48	97	46	55	47	99	44	58	50
	Mathematics	100	63	75	66	97	51	59	52	90	56	65	58
7	Reading	100	50	NA	54	98	48	59	50	88	59	63	54
	Language	100	53	67	58	98	54	62	52	99	61	67	58
	Mathematics	100	61	68	62	98	49	57	50	91	59	61	54
8	Reading	100	58	NA	55	99	45	58	51	92	63	67	58
	Language	100	60	64	52	99	45	56	50	100	54	63	56
	Mathematics	100	74	69	61	99	49	59	53	93	65	70	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Monthly Meetings
- Ü Decision Making on Budget Areas
- Ü Scholarships
- Ü Coordinate Volunteer Projects

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	8.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	4	0	0
4 to 6 years	7	0	0	0
7 to 9 years	1	2	0	0
10 or more years	10	6	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	193
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 7-8 Technology Lab
- Ü K-6 Technology Lab
- Ü Media Center
- Ü Multi Purpose Building

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü 7-8 Boys and Girls Softball
- Ü 7-8 Boys and Girls Basketball
- Ü 7-8 Grade Flag Football
- Ü 7-8 Grade Volleyball

Social Services

- Ü DES
- Ü Kids CARE
- Ü Lions Club
- Ü County Health Department

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Many teachers are recipients of Peoria Educational Enrichment Foundation Grants. These grants help teachers provide additional opportunities for student learning.
- ü We are a recipient of the Virginia Piper Grant to help with our Murphy Family Center.
- ü Honeywell Fiesta Bowl Aerospace Challenge: 2005-06 winning team
Honeywell Bridge Design Competition: 2005 Champion
Council for Agricultural Science and Technology (CAST) 2003 State Essay Contest Champion
- ü National Engineer' Week Future City Competition:
2006 Phoenix winning team; 2005 Best Communication System Award; 2003 Phoenix Regional Runner-up; 2002 Phoenix Regional Champion and National Finalist in Washington, D.C. 2002 and 2006.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our intervention specialist provides crisis intervention strategies to our students and community throughout the school year. We have developed a crisis management plan and practice nine monthly fire drills and lock down procedures twice during the year. We have a truancy officer who monitors student attendance and provides intervention strategies. Monthly meetings with staff are scheduled to review maintenance policies and practices.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Brian Duguid	(623) 412-4476
Transportation Policy	Brian Duguid	(623) 412-4476
Community Resources	Wade Myers	(623) 412-4475
School Nutrition Programs	Alice Rosales	(623) 412-4479
Parent Organization	Diane Saenz	(623) 412-4475
Student Health/Nurse	Tonya Hall	(623) 412-4478

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.